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A study conducted for the Vocational-Technical Division of the Delaware Department of Public Instruction traced the flow of the migrant population from place of origin through their work period in Delaware and back to their place of origin, described the educational needs of migrant workers' younger children in juxtaposition to what state educational services were available, and interpreted the information gathered. Approximately 4,301 temporary agricultural workers, predominatly Negroes, were reported to have been employed in Delaware during 1967. The 7 nursery schools which the State Department of Public Instruction conducted for the migrant population aged 2 to 6 years during the summer of 1967 attempted to meet both day care and developmental needs of the children. Both aspects of the program were met adequately. Five case studies of migrant children conclude the report. (VM)

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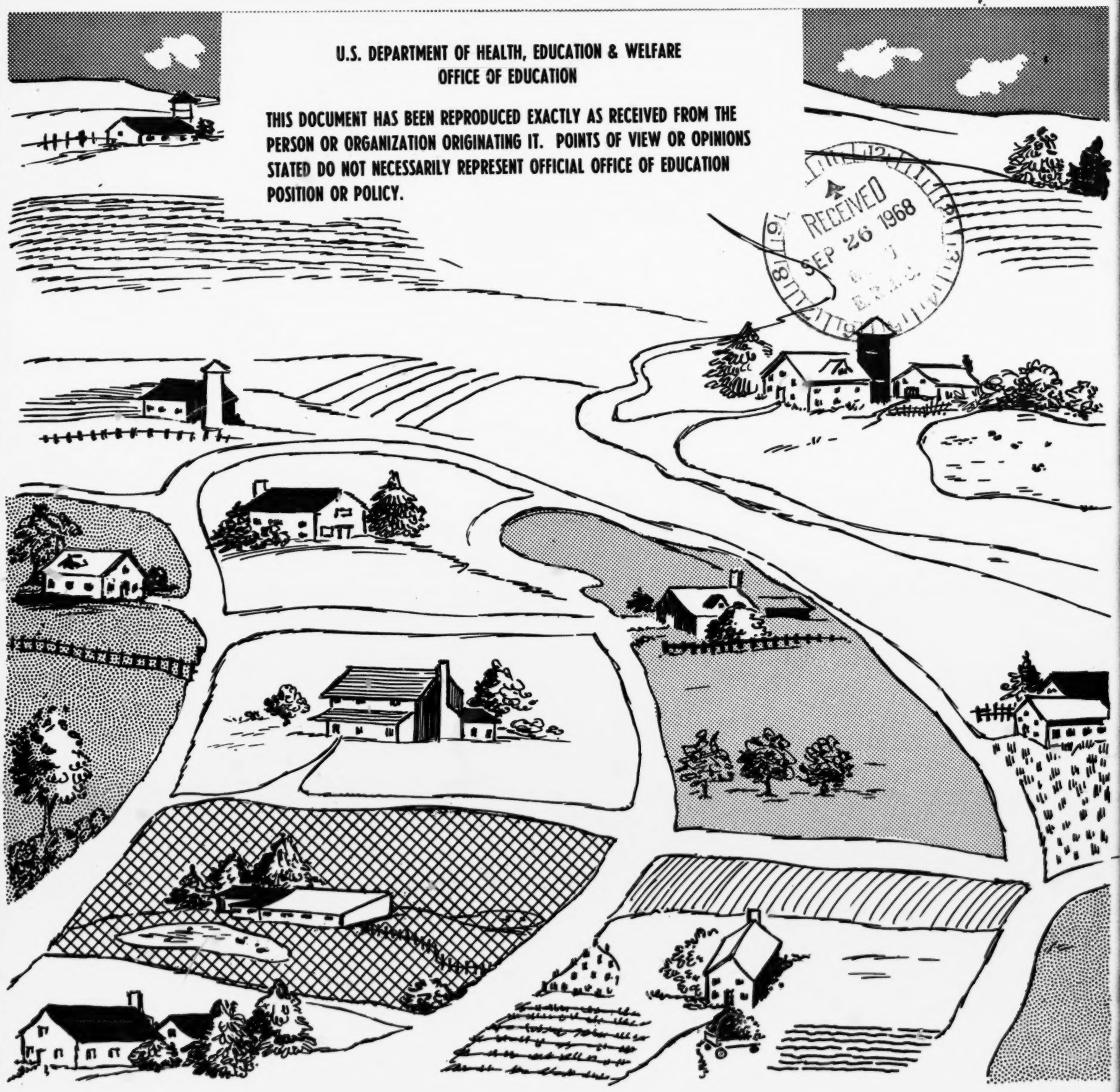

A DEMOGRAPHIC STUDY OF FARM MIGRANTS IN DELAWARE

A. The Flow of Migrant Labor
B. The Migrant School Child

La Verne B. and Maurice E. Thomasson

Vocational - Technical Division
Delaware Department of Public Instruction
Dover, Delaware

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A DEMOGRAPHIC STUDY OF

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A. The Flow of Migrant Labor
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by

L. B. Thomasson
M. E. Thomasson

developed under a special inter-state project
STRENGTHENING SERVICES OF STATE DEPARTMENTS IN MIGRANT EDUCATION
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TABLE OF CONTENTS

	Page
Introductory Statement	1
Purposes of the Study	4
Procedures and Sources of Data	5
The Migrant Agricultural Labor Crews System	5
A. The Flow of Migrant Agricultural Crew Laborers	8
Numbers	9
Racial Composition	10
Families and unattached individuals	10
The home bases of crews	10
The shaping of the migrant farm labor crewman	12
How the crews come to Delaware	15
Crops that were worked en route to Delaware	16
Amounts of work scheduled for migrant crews	16
Employment following the engagement in Delaware	18
B. Nursery School	21
Procedures	22
The children	23
Occupations of parents	23
Schooling received by parents	23
Numbers of children per family	24
New or old to Delaware	26
The children as a group possessing educational needs	26
Grade for age	26
The State Department of Public Instruction	29
Conception of needs	29
Objectives for Children	29
The nursery school	30
Elementary program goals	31
C. Interpretation and Evaluation	32
The Migrant crew	32
Nursery school	34
Care	35
Development	36

APPENDIX

Appendix A - Case Studies

Case 1 Ricky

Case 2 Tonya

Case 3 David

Case 4 Jimmy

Case 5 Haraldo

A DEMOGRAPHIC STUDY OF DELAWARE'S MIGRANT POPULATION

by

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Introductory Statement

The state of Delaware lies in an area in which migrant farm labor is extensively employed in the production of certain kinds of farm crops. From early summer until late fall, the migrant farm population is a significant part of the labor force of the state. It is also a significant part of the human element of the state. As a part of the labor force, it functions at certain critical points in the harvesting and processing of valuable food crops. As a part of the human element, it lives for a time within the state and touches and influences, and is touched and influenced by, the established local population. Also, as part of the human element, it introduces into the established population, for several months of each year, a body of children - children who are too young to function as parts of the labor force, but who need protection and nurture during their period of residence in Delaware.

It is important that this temporary segment of the population should be known. It is particularly important that persons who help to shape economic, educational, and welfare policies of the state should know these temporary residents. What is done - and what is not done - with respect to this alien group can affect the well-being of the permanent population as well as of the temporary segment.

Approximately 4,301 temporary agricultural workers came to Delaware in 1967, to harvest crops. They came under three different systems, namely: the contract, the crew leaders system and the "free wheeler" plan, involving the worker who is on his own.

In 1967, 2,600 male workers came from Puerto Rico. These non-familied workers are employed under contract with the Puerto Rican government, receive a higher guaranteed hourly income than the United States migrant and have substantial worker protection. The crew leader system brought in 180 Mexican-American workers with two or three families included in that number. It also brought in 1,353 Negro workers, a substantial number of whom were families who brought with them approximately 550 children of school age and below. Some 168 "free wheelers" were enumerated among the summer 1967 migrant population. These workers were a combination of family and non-family types from the southern migrant stream.

Since the agricultural economy is dependent upon these agricultural workers for harvesting crops and processing them, social planning is essential which would create a climate of full productivity on the job as well as a climate of personal fulfillment. Thomas Karter, Former Chief of the Migrant Division, U. S. Office of Economic Opportunity has said, "The nation must quickly decide whether the problem of predominantly Negro and Mexican-American farm worker poverty is to be solved in rural areas of the Southeast and Southwest or whether this last wave of poverty-stricken, under educated and untrained farm workers

will be forced to move into Eastern and Mid-western ghettos".

Since the extreme problems of deprivation are found in Delaware, principally with the Southern Negro migrant, this study focuses on the Southern migrant.

Purposes of the Study

The purposes of the study are three in number. First, it will undertake to describe the migrant population and to trace its flow from its home base into the state as it begins its work season in Delaware, thence through its major stages until it returns to its home base. Second, the study will consider one element of the total migrant group, namely, the younger children of migratory workers who are brought into the state as parts of the total group, though not a part of the labor force. This group will be considered from the standpoint of educational needs and what the state offers them in the area of educational service. Third, the study will undertake to interpret the materials that will have been brought together and organized. The interpretation will be partly evaluation and partly identification of possible implications.

The investigation does not undertake to include all items which would be included in a complete demographic investigation. Certain areas - notably fertility, mortality, and large population movements and trends - will not be dealt with at all. These concerns - and others - might well be dealt with in other investigations. This study proceeds in recognition of the fact the migrant workers and their children, though they are only a temporary element in the population of the state, are a significant element. They are also a recurrent element. For these reasons they need to be taken into account in planning for the future in those areas of state interest which these people touch.

Foreign racial and ethnic groups are not to be included in this study.

Procedures and Sources of Data

The population and its activities are analyzed for factors which are considered pertinent to the purposes of the study, and on the basis of facts yielded in the analyses, descriptions are built up. The population itself, its work and travels, the situations in which employment is carried on, the educational centers: these are points upon which attention is centered. Evaluation and the drawing of implications are, inevitably, subjective.

Facts relative to numbers, ethnic composition, occupational categories, and movements during the working season were obtained from the files of the Delaware Employment Security Commission. Facts regarding family composition, occupational history and plans for future movement were obtained directly from migrants in the course of personal interviews conducted by the two authors. Facts relative to the summer schools for migrant children were obtained from materials provided by the Delaware State Department of Public Instruction, from school records, and from teachers in the schools in the course of visits to the schools.

The Migrant Agricultural Labor Crew System

The unit that is employed throughout this study, as the basis of most analyses, is the migrant agricultural labor crew. In order to understand practically any aspect of the migrant farm labor problem, some understanding of the crew system is essential. For this reason, space will be devoted, at this point, to an account of the crew: the conditions under which it develops typically, its operation, and some consequences of the system.

The migrant agricultural labor crew system of the type which is found serving Delaware farms is in demand in farming systems which, typically, include three conditions. First, the farming system produces seasonal, perishable crops which must be harvested and processed quickly at the proper stage of maturity. Second, the crop can be effectively harvested by relatively unskilled, low priced workers. Third, the farming system does not employ on a year-round basis a labor force large enough to meet the peak demands of harvesting and processing. Such Delaware-grown crops as asparagus, tomatoes, potatoes, watermelons, and cucumbers are excellent illustrations of crops which meet the conditions stated above.

The migrant farm labor crew requires detailed description. In engaging labor for harvest operations under this system, the farm operator does not deal directly with individual laborers. He deals with one person - a person who can himself obtain and control the necessary labor. The farmer contracts with this one individual - the "crew leader." The crew leader contracts with the farmer to provide a crew of farm laborers and to carry through with this labor the harvesting, and in some cases the processing, of the crop. The crew leader then engages the labor, organizes it, transports it, directs it, and pays it. The crew, closely organized for working purposes and closely controlled by and dependent upon the crew leader, is the producing unit in the migratory labor operations which prevail in the area along the Atlantic Coast, consequently in Delaware.

Because of the key nature of the crew in the operations and living of migrant

labor in Delaware, the crew is the unit from which this study of the migrant flow is conducted.

A. The Flow of Migrant Agricultural Crew Laborers

This section is concerned with the flow of the migrant agricultural labor population of Lelaware during the 1967 season. Each crew that worked in the state was recorded with the State Employment Security Commission and for each crew an agricultural worker schedule was on file with the Commission. Crews began arriving in the state in April to work with early crops. The peak month for arrivals was July. Crew arrivals declined sharply in August, and it was the judgement of the Commission that all crews that would work in Delaware in 1967 had arrived. The statistics employed in this study are those which were on file on August 31, and are therefore the best available record of crew entrances into Delaware in 1967.

It may well be added that the memberships of individual crews were not always stable. Illnesses, dissatisfactions, and weather accounted for the withdrawal of some individuals and some families from some crews. The extremely heavy rainfall of August placed a severe strain on the operations of many crew members. The crews remained as entities, however, and the record in terms of crews is dependably accurate.

This section describes the migrant crews and traces them from their various bases into Delaware, and thence throughout their further scheduled moves, and back to their home bases. Discussion centers about certain key questions, such as: Who is the migrant agricultural crew worker? What is his home base? What shaped him into a mobile crew worker? How is he organized? Where does he go? What does he do?

Numbers - A Total of sixty-two migrant agricultural labor crews worked in the state in the season of 1967. The crews varied widely in size, thereby making possible the desirable adjustment of crew size to varying farm needs. The distribution of crews on the basis of size is given below:

Distribution of Crews on Basis of Size

Workers	Crews
6 - 10 workers	3 crews
11 - 15 workers	8 crews
16 - 20 workers	11 crews
21 - 25 workers	12 crews
26 - 30 workers	7 crews
31 - 35 workers	5 crews
36 - 40 workers	8 crews
41 - 45 workers	5 crews
46 - 50 workers	2 crews
51 - 55 workers	1 crew

Many of the crews were accompanied by nonworkers: nonworking children, nonworking wives, and older people. In the light of the fact that both social and personal problems are often related to the presence or absence of one's family, a listing of the crews in terms of total numbers of persons may be helpful. In addition to this consideration, the total impact of the presence of a crew upon the community is likely to be influenced by the total personnel of the entering group. The distribution of non-workers among the crews is as follows:

Distribution of Non-Workers Among Crews

Non-Workers	Crews
0 non-workers	18 crews
1 - 5 non-workers	21 crews
6 - 10 non-workers	10 crews
11 - 15 non-workers	6 crews
16 - 20 non-workers	4 crews
21 - 25 non-workers	2 crews
26 - 30 non-workers	0 crews
31 - 35 non-workers	1 crew

Racial composition - Negroes made up fifty-six of the crews and Mexican-Americans made up six crews. The migrant farm labor crews employed in Delaware were clearly overwhelmingly Negro crews. It is important to note at this point that only two of the six Mexican-American crews included nonworking personnel. One of these two crews included only one nonworker. This contrasts strongly with the typical composition of crews composed of Negroes, in which the nonworking contingent was large. The problem of caring for and educating migrants is, thus far, a problem of caring for and educating Negro children.

Families and unattached individuals - The sixty-two crews were composed of two hundred and forty-two family units and nine hundred and twenty-six unattached individuals.

The home bases of the crews - The migrant worker crews came from six states. These states, with the numbers of crews and workers who came from each state, are as follows:

Florida	53 crews, with	1,264 workers
Texas	5 crews, with	116 workers
North Carolina.....	1 crew, with	26 workers
South Carolina.....	1 crew, with	22 workers
Virginia.....	1 crew, with	18 workers
Alabama	1 crew, with	11 workers

The number of crews with home bases in Florida surpasses by a wide margin the contributions of all other states combined. The same is true with regard to numbers of workers. Indeed, the home bases of Delaware's migrant crew workers are largely Florida localities.

Next, the home bases of the crews are more specifically identified by noting the counties from which the migrants came. This more exact and detailed identification with counties of origin yields significant information regarding the factors which shape the migrant crew worker and the migrant crew system.

Florida, the leading source of crews, contains sixty-seven counties. Seventeen of these counties are the home bases of the fifty-three crews that worked in Delaware in 1967. Texas, the second largest contributor has two hundred and fifty-four counties. Two of these counties contributed the five crews from Texas. Each of the other four states drew on only one county.

Turning now to Florida for further analysis, it is noted that the seventeen counties from which migrant crews were drawn are located almost entirely in the lower central and southern parts of the state. No crews came from the upper two tiers of counties or from counties in the northwestern section of the state.

The significant fact that emerges from the study of the locations of the counties from which migrant crews came is that these are sites in which citrus fruits and vegetables are produced in large amounts for shipment, in fresh or processed form. The northernmost county that supplied crews is St. Johns County, in which the city of St. Augustine is located. From St. Johns County southward down the Atlantic Ocean coast, and then southwestward to the counties that border the Gulf of Mexico, the contributions of individual counties to the migrant stream were very heavy. The largest single contributor was Palm

Beach County, which is located on the Atlantic Ocean coast, the third county north of the southern tip of the state. Another heavy contributor was Broward County, which is just south of Palm Beach County. This area, made up of Palm Beach and Broward, and other more or less contiguous counties in the Lake Okechobee region, is marked by a heavy concentration of vegetable production for market.

Fruit growing and fresh vegetable growing demand prompt harvesting when the crop reaches the proper stage of maturity. A large supply of relatively low cost labor, operating on a seasonal basis, is required for these crops. The organized crew, working under its crew leader, meets this exacting requirement.

The five Texas crews came from two counties - Hidalgo and Maverick. Hidalgo County was the home base of four crews and Maverick County was the home base of one crew. Both of these counties lie in the Rio Grande River valley. This area, with its hot to semi-arid climate, favorable land types, and abundant water supply, maintains farming enterprises comparable to those that are found in Florida: fresh fruits and vegetables, with their peculiar demands for seasonal, mobile, relatively low cost labor ready to perform the unattractive work of harvesting on a heavily stoop and squat basis.

The shaping of the migrant farm labor crewman. - The study of how each individual farm worker in the crews that entered Delaware became a migrant crew worker is not possible within the framework of this investigation. Never-

theless, it is worthwhile to attempt to understand how the members of these crews have become what they are. It is quite certain that in reaching their present status they have passed through a variety of formative experiences. Some probably became crewmen through accident; some through external pressures over which they had little or no control; others through temporary circumstances, with no intention of continuing in this status. One elderly man whose story is known in part to the writers was a farm owner who, facing a crisis without reserves, lost his farm, and became a crewman by stages. Circumstances under which the workers became crewmen varied. Many men and women have, however, become shaped to the road, and in their statements indicate that they will continue on the road.

It is quite likely that for the system as a whole a broad pattern of factors operates to produce the migrant crew worker on farms. The broad pattern of factors is probably discernible and of such nature that it can be described.

Reference has been made to certain conditions that are generally closely associated with the migrant farm crew-worker system. These are, first, a perishable, seasonable farm crop that must be harvested and processed at a certain stage of maturity; second, a system of farming that does not require, on a year round basis, a labor force that is large enough to harvest the perishable seasonal crops at the proper state of maturity; and third, suitability of the crop for harvesting by relatively unskilled labor. It was pointed out above that the crews that work in Delaware come from home bases in counties in which

perishable seasonal crops are grown on a large scale. For many a worker, the following sequence occurs. He works as a laborer harvesting a local crop. When this crop has been harvested, he faces a period of months during which there will be no more work with this crop, and probably before there will be any kind of work locally. Meanwhile, the crop that he harvested at home has reached harvesting maturity in another state, or another crop in another state may have reached harvesting maturity and may need the type of labor that he has to offer. He moves. He works that crop. He again finds himself without a job, and moves on, repeating the cycle. Eventually his work year ends, and he faces another year of alternating periods of working and moving. Much time has been lost from working in the course of looking for a new job when the old job has been completed. Income has suffered as a result.

The individual farm worker, lacking adequate contacts and lacking knowledge of job opportunities which afford continuous employment, needs the assistance of someone who can steer him into stable employment. The crew leader becomes available to perform the steering function. He gives assurances of a sequence of jobs. He provides transportation from job to job. He offers supplies when the worker's resources fail. Lacking more attractive alternatives, the worker accepts. He thus becomes not only a migrant farm worker, but a crew man as well.

Paralleling in a broad way the need of the farm worker for continuous employment is the need of the large scale farmer who produces perishable seasonal crops. He needs, at the proper time and for a relatively short time

only, a large supply of not too costly labor which is able to harvest his crop, and is capable of doing so at a minimum of risk, inconvenience, and annoyance to the owner himself. The crew leader, with his crew, meets the farmer's need in an acceptable way. Disregarding for purposes of broad analysis the individual variations and exceptions, this seems to be a description of how the migrant farm crew worker is shaped.

How the crews come to Delaware. - When the crews leave their home bases in the spring, do they come directly to Delaware or do they stop en route for seasonal work at one or more places? Briefly, do they come to Delaware directly or do they come by stages?

Of the fifty-three crews whose home bases were in Florida, twenty-six came directly, twenty-four made one stop en route, two made two stops, and one made three stops. The five crews whose home bases were in Texas came directly to Delaware. The crews that came from Alabama, North Carolina, South Carolina, and Virginia - one crew from each state - also came directly. In summary: a majority - thirty-six - crews came directly from their home bases and the remainder came by stages.

Two conclusions are relevant at this point. First, it appears that the work in Delaware was the major employment commitment of most of the crews as they proceeded through the work year. Second, distance between the home base and Delaware does not seem to be the crucial factor in determining whether migrant crews made the journey directly or in stages. The five crews that came

from distant Texas did not make any more stops than the crews that came from nearby North Carolina and South Carolina.

Crops that were worked en route to Delaware. - Knowledge of crops with which migrant crews were engaged between their departure from their home bases and their arrival in Delaware may be helpful in estimating future possibilities of employment for this category of workers. It may be pertinent to larger problems of family organization and the problem of providing suitable education for the children of migrant workers.

The one crop that stands out among the crops with which the crews were engaged between Florida and Delaware was potatoes. Eighteen crews reported schedules to work with potatoes. Four crews reported that they were scheduled for cucumbers. Other crops listed by one crew each - the crops being listed singly or in combination - were sweet potatoes, snap beans, peppers, sweet corn, strawberries, onions, tomatoes, and watermelons. If question arises regarding schedules with certain crops which seem to be out of season, it may be worthwhile to note that other functions than harvesting have to be performed with some fruits and crops.

Amounts of work scheduled for migrant crews. - Reference was made above to the fact that crew leaders contract with farmer employers for work to be performed by their crews. Reference was made, also, to the disadvantages that the individual migrant worker faces in seeking to establish continuous employment through his own individual efforts. It is in order at this point to

investigate the extent to which membership in a crew directed by a crew leader is associated with continuous employment for the entire year.

The scheduled time engagements listed below indicate expectations. The extent to which the amounts of time actually devoted to paid employment correspond with the scheduled operations is not recorded. Such factors as weather, crop yields, and market demands and fluctuations undoubtedly affected the amounts of time actually spent in work. The numbers of crews that had varying amounts of working time scheduled for them during 1967 are listed below:

No report	4 crews
11 - 12 months	18 crews
10 - 11 months	6 crews
9 - 10 months	2 crews
8 - 9 months	2 crews
7 - 8 months	2 crews
6 - 7 months	4 crews
5 - 6 months	6 crews
4 - 5 months	8 crews
3 - 4 months	5 crews
2 - 3 months	5 crews

Only one-third of the crews were scheduled for approximately a full year's work - that is, from eleven to twelve months. These scheduled periods of work, it is significant to have in mind, are not those scheduled in Delaware alone, but those scheduled for the entire year, including time spent at the home base as well as time spent in out-of-state employment. Some crews were listed for such short periods of time that one must conclude that for many of the crews their entire migrant work engagements made up only a minor fragment of their total work year.

The crucial part of the year so far as having scheduled crew work is concerned was the period from January first to June and July. The crews that were listed as having work for from eleven to twelve months were those that had work scheduled for their home bases from January to June.

The most productive type of crop from the standpoint of providing winter and spring employment was the citrus fruit category. Eleven crews that had full schedules for the year listed citrus fruit for the January-to-June period. Tomatoes, "vegetables", sweet corn, and watermelons followed at a wide interval as sources of winter employment.

Employment following the engagement in Delaware. - When the migrant crews complete their contracts in Delaware, two-thirds of them have considerable amounts of time before them so far as the work year of 1967 is concerned. A few contracts - notably those for work with asparagus - specify closing dates which fall in late June and early July. The number of contract expirations begins to rise sharply in August. The peak month for the closing of contracts is September, during which approximately 55 per cent of the crews terminate their 1967 contracts in Delaware. Only two crews reported schedules which terminated in November. None reported December terminations.

How do the workers who have harvested and processed Delaware's crops plan to spend the remainder of the year? What contracts do they hold? Do they go to other states and work? Do they return to their home bases and find

employment with crops that are ready for their labor? Do they disband as crews, leaving each individual worker to shift for himself?

Thirty-one of the crews reported that they were scheduled to go after they leave Delaware, to other states than their home based states, for employment which had already been specified. Ten different states were named. A distribution of the states to which crews were to go and the numbers of crews per state are as follows:

New York.....13
Pennsylvania... 4
Virginia..... 4
North Carolina. 2
Vermont..... 2
West Virginia.. 2
Illinois..... 1
Michigan 1
New Hampshire. 1
New Jersey.... 1

The crews were scheduled to work with eight different crops. These crops are listed below, with the number of crews engaged to work with each crop:

potatoes.....8
apples.....6
sweet potatoes 3
cucumbers 1
pickles.....1
sugar beets.....1
tomatoes 1

Nine Florida based crews reported that they would go to another state after they had left Delaware, would work in specified crops there, and would then return to their home base state to take up previously made engagements with specified crops. Two Texas crews would also work in other states before returning home to fulfill contracts already made.

The nine Florida crews just mentioned would work with crops as follows:

citrus fruits.....6 crews
tomatoes.....2 "
sweet corn and snap beans..1 "

The two Texas crews, on their return to their home bases, would work with "vegetables".

Ten Florida based crews planned to go directly from Delaware to their home states to work with specified crops: three with citrus fruits, three with tomatoes, two with sweet corn, and one crew each with cucumbers and a lettuce-cabbage combination.

Eleven crews - ten from Florida and one from Texas - would go directly to their home states and disband.

Two Florida crews were expecting to go directly to their home bases and engage in "various jobs". Two Florida crews were uncertain what they would do. The remaining crews give no intimation of what they would do after completing their assignments in Delaware.

B. Nursery School

As was pointed out in Section A of this study, a large proportion of the migrant crews which worked in Delaware in 1967 included children. While some of the children worked along with their parents and other adults, (by definition employed by the Delaware Employment Security Commission, an adult is an individual who is sixteen years of age or older) and many were too young and immature to engage in the work of the crews.

What to do with the younger age groups - what to do from the standpoint of mere custodial care and what, if anything, to do with them from the standpoint of their nurture and education - have become, through the years, a matter of concern to many people. Various groups have become interested in the children of migrant workers in Delaware. The Governor's Committee on Migrants, the State Board of Health, the State Department of Public Welfare, and the State Department of Public Instruction are among the interested groups. Each of the groups has engaged in significant activities, each designed to ameliorate the conditions affecting children adversely and to promote the welfare of the migrant child population.

The State Department of Public Instruction has concentrated upon educational services - services designed to function in some specific area of need, and the coordination of services.

This section of the study is concerned with the nursery schools which the Department conducted for the migrant population aged from two to six years

during the summer of 1967. The purposes of the section are three. The first is to describe the young child population as a means of discovering his needs. The second purpose is to describe the program of the educational centers that have been maintained for service to the younger children of the migrants. The third purpose is to interpret the offerings of the centers in terms of the needs which they are designed to meet.

Procedures

In order to obtain materials for use in achieving the purposes stated above, two types of materials had to be sought, namely, items useful in describing the child population and items useful in describing the educational program.

Materials needed for describing the child population were obtained from the crew schedule sheets in the offices of the Delaware Employment Security Commission, from school records, case studies, and from heads of migrant families in the course of interviews in the camps in which the families lived in Delaware. The case studies used will be found in the appendix. Materials for use in describing the educational offerings were obtained partly from documents of the State Department of Public Instruction and partly from the schools in the course of visits in which their operations were observed.

Some of the facts employed in coming to know the population have already been presented in the first section of the report. These facts had to do with the areas from which the families came, the farm labor crew system, the mobile life of the crews from early summer until late fall and early winter, and the intermittent nature of the employment engaged in by the parents.

Additional information was needed on such matters as the composition of the family, grade levels reached by parents, parents' tenures as migrants, and plans for the immediate future.

Visits to the centers yielded information on the ages and placement of pupils, school facilities and activities, and responses. Conversations were initiated with teachers and workers and found to be very helpful in promoting insights into features of the schools that had already been objectively observed.

The children - The geographic origins of the migrant groups were presented in the preceding section and need not be repeated at this point.

All of the children who were observed were Negroes. It will be recalled that the children of the migrant crews which entered the state were predominantly Negro. Three white children were for a time in attendance at one of the schools. They were withdrawn when their families left the state. None of the Mexican-American families entered children in the schools.

Occupations of parents - The parents were agricultural workers. They worked at the laborer level, whether in canneries or on the farms. The crew leaders engaged in both labor work and managerial work.

Schooling received by parents - Interviews with parents were employed as a means of obtaining certain undocumented materials. Interviews were had with one or both parents of fifty-four family units which included two hundred and fifty-two children. The responses of the interviewees gave every

indication of validity and are employed without reservation as data. Inability of one parent to report the grade level of his or her spouse occured where the grade level attainment of the interviewee was low. The grades reached by the fifty-four parents of the children are given below:

Grade Level Reached By Fifty-Four Parents Interviewed

Grade Reached	Father	Mother
0	1	0
1st	0	0
2nd	2	1
3rd	2	0
4th	2	3
5th	3	1
6th	9	3
7th	5	6
8th	5	11
9th	3	6
10th	3	12
11th	5	4
12th	2	6
Not known	11	1

The first highly meaningful fact brought out by this presentation is the low level of schooling attained by the migrants as a whole. On the other hand, it is noteworthy that 24% of the fathers and 53.7% of the mothers received from one to four years of high school education. Highly relevant to this study, however, is the fact that by and large, the educational attainments of the parents are too low to enable the parents to provide high examples for their children. This low level will be noted again later in the discussion of children's needs.

Numbers of children per family - Do the children of these migrant families have few or many siblings? Is the financial load that the parents must carry because of responsibility for dependent children heavy or light?

The numbers of children reported by the parents who were interviewed are as follows:

Number of Children In The Family

Number of Children	Number of Families
1	9
2	5
3	14
4	5
5	2
6	4
7	2
8	7
9	0
10	1
11	3
12	0
13	3
14	0
15	1

No family reported having no child. The range between the smallest number of children per family and the highest is wide. The average number per family is 4.74, which is about three times the size as the average American number. The modal number per family is three. This fact is important in the effort to obtain a realistic conception of family size among this migrant group. Moreover, if the six top ranking families - those with ten, thirteen, and fifteen children - should be eliminated from the computation, the average number of children per family would drop to 3.85.

At least, the financial load imposed upon these families by their children is heavy. It is particularly heavy for a population whose work is as irregular

as is that of this migrant group.

New or old to Delaware - Eighty per cent of the family heads stated that this was not their first year in Delaware in the role of farm worker. One family reported that it had been coming to the Delaware area since 1954. Apparently the crews constituted a population that possesses high dependability as a source of labor for the farms of the state. Further, it suggests that, other things being equal, the educational need which this group brings to the state will continue for some time to come.

The children as a group possessing educational needs - On the basis of the discussion engaged in thus far, the conclusion is inescapable that the children of the migrant farm crews in Delaware in 1967 possess, in addition to those needs which are normal to American children of their ages, educational needs that are related to the occupational lives of their parents.

Grade for age - The children of the nursery schools have not reached the grade level and therefore cannot be directly dealt with in terms of grade attainment for age, or in terms of retardation in school. Under instruction in the same school buildings in which the nursery schools were housed there were older children who were in the elementary grades, operating under a Title I, ESEA program, conducted by the Department of Public Instruction. They were - and this is pertinent - of the same backgrounds and families as the nursery school children: many of them siblings. It can be assumed that the same formative influences which affect the nursery school children affected the present grade

school children when they were just a little younger. If the present grade school pupils are deficient scholastically it is probable that the present nursery school children will display some deficiency. The percentages of present grade school pupils who are at various levels are as follows: at grade for age, 42.4%; one year retarded, 30.3%; two years retarded, 16.9%; three years retarded, 6.7%; four years retarded 2.2% and five years retarded, 1.1%.

The extent of lagging attainment is impressive. Even when the small proportion of cases of extreme retardation are disregarded, the percentage of the retarded surpasses the percentage of those who are at grade for age.

It is not necessary to assume that the schools in which the older children received their education were inferior schools. The very conditions under which the migrant farm worker's children received their schooling constitutes a severe handicap. Many migrant families who work in Delaware remain here well beyond the regular school opening dates in September. The children may lose time early in the school year. Or, children may enter and attend school in Delaware and transfer to their home base schools when they return home. Or, parents who must continue their work in this state beyond school opening time may (some of them have done so) send their children to relatives in their home states in time for them to enter their home base schools. For children who are dealt with in either of the first two ways, the loss must be enormous - probably irreparable.

Another area in which these children are deprived is in the relationships

with their parents. When parents - especially mothers - work long hours daily for months at a time, association between parents and children is held to brief exchanges before the day's work begins and after the long day has ended. Fatigued parents do not have the time, energy, and emotional resources that are needed for giving to their children the physical care, the guidance, the instruction, and the emotional warmth which young children so desperately need. Possessed of but limited educational attainments themselves, the parents have not been able - and are not now able - to provide their children with patterns of day-to-day and hour-to-hour behavior which the children may internalize, and which, once possessed by the children, will help them to meet the expectations of those people upon whom their later advancement will depend.

One further area of lack and handicap will be mentioned, after which attention will be directed toward the highly useful analysis of the needs of migrant nursery school children which the State Department of Public Instruction offers in one of its documents. This area is the non-acceptance which characterizes the relationships between members of migrant groups on the one hand and the world around them on the other. Group life in the areas in which the migrant lives for several months each year just does not accept the migrant and his children. The feeling of being an alien easily develops in the child who for long periods of time receives no acceptance from the world about him. It is most difficult for a child to develop an effective personality in the face of utter non-acceptance by a world of which he would like to be a part.

The State Department of Public Instruction

Conception of needs - The State Department of Public Instruction was referred to earlier in this report as an agency which offered meaningful services to the children of migrants. The item which has particular interest at this point is the nursery school. The Department presents in a mimeographed document a statement of the objectives of its nursery schools for migrants. The importance of this statement, for use here, lies in the light which these objectives throw upon the conception of the needs of migrant children which the Department holds. Each objective indicates, indirectly, a conception of need. This insightful statement is quoted here.

Objectives for Children

It is anticipated that the nursery school program will accomplish the following things for children:

1. Promote health and sound habit training
2. Promote physical growth and motor development
3. Increase independence - the ability to meet and solve own problems
4. Increase self confidence
5. Increase feeling of security with adults, with other children in a variety of situations
6. Increase liking for others and understanding of their needs
7. Increase understanding of self and acceptance of reality
8. Increase ability to handle emotions constructively
9. Extend and enrich awareness of self expression in art, music, rhythm language
10. Extend and enrich understanding of the world -- broaden intellectual horizons.

If we give this group of objectives a correct interpretation, the needs of the nursery school pupil lie in the ten areas of health, physical growth and motor development, independence, self confidence, feelings of security, liking for

others and understanding their needs, understanding self and accepting reality, ability to handle emotions constructively, growth in self-expression through the arts, and broadened horizons with respect to the world.

For each of the objectives, the Department has devised appropriate program elements.

The nursery schools - In order to promote the accomplishment of the objectives, the State Department of Public Instruction provided seven nursery schools for migrant children aged two to six. (These nursery schools provided some space for children of seasonal workers as well.) Each nursery school was staffed with competent teachers and other workers, including migrants, and received facilities and space for instruction, play, feeding, and other scheduled activities. A carefully devised daily Nursery School Schedule was set up for the guidance of the workers in the schools.

One additional feature of the nursery school structure should be mentioned at this point. Other kinds of instructional organizations which served disadvantaged children were given space in the school buildings in which the nursery schools were housed. A considerable amount of coordination was worked out between the nursery schools and the other organizations. Child care units, Head Start units, and elementary school groups worked in close coordination. Migrant education programs for elementary level children were funded separately, however, programs were well coordinated in areas of transportation, health services, cultural enrichment activities, social services, food service and

in-service education of teachers. Consequently, the pre-school children and their older sisters and brothers were in close contact on the school busses, at lunch time, on trips and during recreational periods. While emphasis is placed here on the pre-school service the compensatory education provided elementary children should be mentioned.

Elementary Program Goals

1. To provide remedial and regular class instruction for elementary school children, to assist them in progressing toward their normal age grade level.

2. To provide essential health services, such as medical examinations, immunizations, nutritous meals and corrective health services.

3. To provide culturally enriching experiences, such as music, art, nature study, field trips and directed recreation in wholesome surroundings.

C. Interpretation and Evaluation

1. The Migrant Crew

Two purposes of the study have been dealt with. First, the migrant agricultural labor crews that worked in Delaware in 1967 have been described. Second, the flow of migrant labor crews through the state has been traced. Certain questions connected with the migrant summer population need to be dealt with at this point.

a. What is to be the future of the migrant crew system in the farming enterprises of this area, including Delaware? The system has been extensively used. It has been so employed because it was found to be the best available means of dealing with certain problems in the production process. Machines are now being devised and used which are already making inroads on some operations which heretofore were not considered suited for machine harvesting. How far will the taking over by machines of more and more operations go? Will migrant crew labor be displaced? If so, how rapidly and how soon?

b. Assuming that some changes will be made in the use of migrant crew labor, what can be done to keep to a minimum the hardships that will probably come to those who are dependent upon the system? If the future is to bring reductions in the numbers of workers in this category, into what occupations - and how - can the displaced workers be moved? If the workers in this category will have a place in farming, but will have to master new skills in order to fit in, how can they be trained in these skills in time?

c. Since in some farm enterprises mechanization of all operations is distant, and since the needs of the total population - the society - will probably require the services of migrant labor for a long time to come, what can - and should - the society do, to assure to this group of people who serve it, the receipt of incomes large enough to make possible for them levels of living which can be judged adequate according to American standards of living?

The coming of the labor crew under the crew leader offered the advantage of reducing the amounts of time, effort, and money that had to be expended when the individual migrant laborer had to seek employment for himself. One of the writers of this paper served as a migrant laborer in the wheat fields of the Great Plains during the period before World War I, and can testify to the bafflement and cost of hunting out seasonal work. The coming of the crew system reduced, but did not eliminate, the heavy loss of income suffered by the migrant worker. Some crews, according to the record, have substantially full employment. Many crews do not. Indeed, the annual income of many a crew worker comes partly from his work, partly from private charity, and partly from public welfare. In addition to the financial deficiency, these workers experience for many months of the year disruption of family organization, inconvenient and often unhealthy living quarters, physical exposure, and social isolation.

The question is a vital one: What can be done to make available to

these productive workers at least the minimum acceptable level of living?

2. Nursery School

Two items are dealt with in this closing portion of this study. The first is the relationship of the nursery schools to the needs of the younger children of the migrant workers. The second is the efficacy of the seven nursery schools in their work with their children.

Two kinds of services to the children were envisioned by the writers, namely, the care or custodial service, and second, the developmental service. The child care service involves such matters as, habit training, control of conduct, feeding, provision of rest, cleanliness, attention to elimination, hygienic provisions, and precautions relative to health. The developmental service, as the term developmental is employed here, includes not only the guidance of activities which lead to the learning of knowledge and skills, it includes, also, those qualities in the relationships between teachers and children which help to shape the emotions, the conceptions of self, the feelings toward self and towards other people. The term nurture, as some social psychologists employ the term, would be an acceptable substitute for much of what is conveyed by the word development. It includes qualities engendered more by the emotional responses of the teacher to the child than by any content of instruction. Because of the social deprivations which as referred to in an earlier discussion, are widespread among the children of migrant workers, the nurturant element received

closest attention in the course of observations by the writers.

In their on-the-scene observations of the actual equipment, supplies, care, and developmental work of the nursery schools, no use was made of instruments such as tests and score cards. The amount of time available for visitation of schools was too limited to permit the detailed observation that would have been desirable. On the other hand, both investigators were sensitive to the evidences of rapport and social learning. One investigator was trained, at both the undergraduate level and the graduate level, in professional social work, and had served as school social worker and social worker in welfare programs. The other had experienced many years of teaching, including teaching in lower grades of the elementary school. The writers believe that their observations yielded valid and accurate data on which to evaluate the nursery schools.

Care - The care was judged to be fully adequate. Housing was provided in regular public school buildings and met fully the requirements of space, facilities, and hygienic conditions. The food was wholesome, well balanced for children, and attractive. Teachers and their supporting personnel were attentive to the physical needs of their children. They were generous with their time. Provision for rest and sleep were provided for and eagerly used by the children. The sleeping gave moving evidence of need among these children. Many - probably most - of them had spent the preceding night in the one room which housed the entire family. Here beds were occupied each by three or more individuals. Spaces between beds were

often so narrow that two people could not pass in them. Full rest was not possible. At the school, these children went eagerly to bed, where they slept the sleep of near exhaustion. A staff of adequate competence was provided. At no point was any deficiency in care observed.

Development - It is the belief of the authors of this report that the nursery school for migrants can make its most distinctive contribution to its children in the area of development. The specific deficiences in the day-to-day experiences of migrant children can be countered in large measure by experiences provided in the well-designed nursery school. The involvment of migrant aides in the program should carry over into the improvement of life in the camps.

Group unison activities were found to be prominent in the program. The morning "This is the way..." is an instance. Pleasurable, ordered activity in groups fostered not only the learning of a structured activity which required control, but it fostered, also, genuine pleasure derived from orderly activity with other people.

The creative work with paper, color, and scissors produced what would be, to the artist, a monstrosity. To the child, however, this monstrosity was a real achievement. When the insightful teacher praises it and the producer, there were outcomes in the form of pride, confidence, and the urge to try again. The noting of a defect here or there and the suggestion toward improvement next time were manifestations of the philosophy which under-

lies the conception of children's needs and of how these needs may be met.

Caring for one's own cot, ordering one's playthings, participation in housekeeping: all were learning experiences which resulted in more than the skills and knowledge involved. They promoted the learning of a sense of responsibility: responsibility to oneself and to the group.

Teachers' responses to the children and their activities were closely observed as matters of high importance in relation to the stated objectives of the nursery school. Evidences of empathy with and concern for children were sought, for such qualities in teachers tend to evoke the warm, relaxed, confident, people-liking personalities which are desired, but which do not develop in children who are kept at a distance.

Teachers' responses in the seven nursery schools ranged from those in a limited number of individuals who performed their functions dutifully, but without warmth or any visible expression of feeling, to the larger number of individuals whose responses were free, ready, warm almost to the point of affectionate. In no instance did an observer note any indication of fear - or even hesitation - on the part of a pupil as he approached a worker or as a worker approached him.

In all group situations, teachers seemed to retain firm control. Adequate opportunity for free expression was given in situations in which the objectives could be best promoted through individual self-direction.

Judged in terms of how well the activities of the nursery schools tended to advance the objectives of nursery schools, the schools were considered successful. Judged in terms of the particular needs of children of migrant workers, it is the belief of the writers that the schools were as effective as the out-of-school environment and the time available for work with these children permitted them to be.

Each parent interviewed was asked to state his or her reaction to- his judgment of - the school. With no exception, the praises were warm and strong. At times they were touching.

Each parent who was interviewed was asked certain questions for the purpose of eliciting evaluative statements. To the question, "Did you find the school helpful?", the answer was invariable an affirmative, stated with warmth. To the question, "How was it helpful?", the parents stressed, without exception, that the children were cared for while the parents worked. To other questions: each parent stated that he "liked" the school; that his children "liked" the school; that the children liked the school because of the play; that they would send their children to the school again if it should be open.

It may be in order to say at this point that, while the care service looms high in the evaluations of parents, this in no way minimizes the significance of the developmental, nurturant service. The care is objective and immediately rewarding and its values are readily recognized and verbalized. The

nurturant need is tremendous, and parents can be taught to recognize its values. The case of Jimmy (Appendix) supports both the idea of need for this service and the position that both children and parents can be educated to respond to this need.

CONCLUSIONS

1. It seems to be a safe conclusion that the migrant agricultural crew labor system will be a factor in farming along the Atlantic Coast - including Delaware - for a considerable time: many years.

2. The crew is, for Delaware, recurrent and can be planned for, in both its economic involvements and its human involvements.

3. The nursery school has a very special service to render to a population which, by the very conditions under which it lives, needs this special service.

4. Summer educational programs meet a great need of the migrant child whose education is badly fragmented because of movement and whose parents are so poorly educated that they can give little assistance.

APPENDIX

APPENDIX A

CASE 1

Ricky

Ricky was referred to the social worker because he was having difficulty adjusting to the program. When he first came to the migrant center, he would not talk or associate with any of the other children. He cried very much, and he was offensive toward everyone. Ricky would not obey his teacher, was selfish, and refused to perform or take part in any games or activities at the center.

Ricky's mother is deceased, and his father is from South Carolina. His guardian - Mrs. H. - knows where Ricky's father is, but his father does not have any contact with the child.

Ricky is four years old and small for his age. He looks as though he has had rickets. He was examined by the orthopedic specialist and was found to be free of any physical defects even though he is very pigeon toed and walks in an awkward manner.

Ricky's guardian apparently feels very sympathetic toward him and appears to be overprotective. It seems as though she has done very little in the area of training and discipline.

Immediately after the social worker observed Ricky in his classroom and had a conference with his teacher, he visited the child's guardian and explained to her the difficulties Ricky was having. The guardian appeared to be willing to support the social worker and the teacher in improving Ricky's self control and

socialization process, and also agreed to begin placing some limits on Ricky's demand on herself. The social worker and the teacher related to Ricky in a firm manner and refused to allow him to manipulate them. They also refused to be sympathetic with him when he would begin to cry for the purpose of avoiding the performance of a task or participating in an activity. By the end of the summer program, he had made much improvement in his behavior. More case-work would have been beneficial for him, but his problem was not of a nature to justify a referral to another community agency to continue with this work.

CASE 2

Tonya

Tonya is a three year old girl who was referred for social services because of a physical defect. Her left hand has but three developed fingers, and she is unable to use the remaining two underdeveloped ones. She was examined by the orthopedic specialist, and it was found that she has considerable strength in the developed fingers, but no bone structure in the other two. For this reason, the possibility of the underdeveloped fingers ever improving is hopeless. The orthopedic specialist also discovered that Tonya has extra bone structures at the end of her palms. Eventually the underdeveloped fingers and the extra bone structure will have to be removed and she will have to be fitted with artificial fingers. In spite of Tonya's physical defect she is a very well adjusted child. She participates in all activities and she is well liked by other children, teachers, and aides. She is also well adjusted in her home. She helps her mother in her own little way, and she receives ample love and kindness from her mother. Although she was born illegitimate, her mother's present boyfriend likes her and also gives her lots of his attention.

Since Tonya is too young at this time to have surgery performed on her hand, the Crippled Children's Clinic will retain her record and keep track of her each summer until surgery is possible.

CASE 3

David

David is a four year old boy who was referred to social services because his difficulty in separating from his mother interferred with his adjustment in the summer program.

David is extremely dependent upon his mother and is often afraid for her to go anywhere without him. He is spoiled, selfish, and babyish. At the school he is hyperactive and is constantly wanting to take toys away from other children. He refused to participate in group activities, particularly if others could perform the activity as well as he could. He cried frequently and behaved in a generally disobedient manner.

A visit to the home by the migrant social worker revealed that he is one of three children born illegitimately to his mother. His mother is twenty-six years old and explained to the social worker that in 1965 the family was involved in an automobile accident which resulted in the death of his father and younger brother. His mother also explained that ever since the accident, she has tried to give David everything she could, and has allowed him to have his way because she feels that he too could have been killed in the accident.

David himself remembers the accident very vividly and cannot understand what really happened to his father and brother. His mother said he often talks of his father and brother coming back to live with them.

After several visits to the home, David's mother verbalized her understanding of how important training and placing limits on David's behavior was,

and she agreed to begin trying to improve the situation at home. However, her personal needs to have David dependent upon her may be too great at this time to expect very much assistance from the home.

CASE 4

Jimmy

Jimmy was referred to the migrant social worker by his teacher. He was in third grade and was having an adjustment problem in that he slept most of the time in class. He also had a negative attitude toward the summer school and attempted to avoid activities with the other children.

In addition to his withdrawal tendencies, Jimmy has a lump on his stomach that swells when he runs and disappears when he relaxes. When the social worker visited Jimmy's home, his aunt volunteered the information about the lump on his stomach. She also informed the social worker that Jimmy slept most of his time at home. During the initial home visit, the social worker completed the medical referral slip for Jimmy to see a doctor, and his aunt later stated that she took him to be examined, but the doctor could find nothing wrong with him. However, she admitted that she did not tell the doctor that Jimmy's lump would rise and disappear according to his physical activities.

In the course of giving Jimmy individualized attention for the purpose of better understanding his problems, his teacher and the migrant social worker discovered that he had a very strong clinging tendency to female figures. Until his physical defect was better understood, he was allowed to spend a lot of his time sleeping in the nurse's office. However, the nurse informed the teacher and social worker that once Jimmy was in her office, he would talk rather than rest or sleep. The nurse, teacher, and social worker speculated that Jimmy

would sleep in order to evade competition with other children, but would never get sleepy when he had the teacher or other parental figure alone, not having to share her with the other children. As Jimmy became more accustomed to the center, he also became more clinging to his teacher. During recess or lunch periods, he always seemed to have the ability to find his teacher and hang on to her, refusing to let go.

It was very apparent that Jimmy had both a physical and emotional problem. His parents or parental figures have been unable or unwilling to afford him the amount of love, attention, and affection normally expected of children who develop an adequate sense of security and self confidence.

Both Jimmy's parents are alive, and he was the fourth of eight children born to his mother. His mother - Mrs. M. - is thirty years old and his father is thirty-three years old. Both of his parents were born in Hastings, Florida, and consider that community their permanent home. Both parents have been working as migrants for fourteen years. Of the remaining seven children, at least one of them, Carolyn, aged five, also has emotional problems and tends to sleep or cling to parental figures and beg for attention like Jimmy.

The entire family was together prior to coming to Delaware, but due to Mrs. M's pregnancy, she remained in North Carolina. Mr. M. brought the children on to Delaware under the care of the children's aunt.

Mr. M. discussed rather freely with the social worker his activity with the children, and admitted that he never gave any of them any of his individual time

or attention. In reality he did not relate to them in a manner normally expected of a father. He did, however, make an effort to provide as much as possible for his children's physical needs. When the social worker began having conferences with Jimmy, he remarked that he had no idea why his mother is not with them, and he expressed a desire to be with her. Therefore, it appears as though there is a lack of communication between parents and children in addition to the parents' inability or unwillingness to assume their full parental role.

During the seven weeks the teacher, the migrant social worker, and the nurse attempted to help Jimmy and his sister through individualized attention at school. Concurrent with the efforts of helping the children, the migrant social worker made several visits to Jimmy's home for the purpose of discussing with his father the importance of assuming more parental responsibility, particularly in the area of paying more attention to the children and giving each child some individualized attention. It was explained to Jimmy's father and aunt the importance of explaining to the children major events and changes the family encounters, such as the mother being unable to continue traveling with them due to her pregnancy.

By the end of the summer, Jimmy and his sister had shown signs of improvement in the area of their social problems. Jimmy's medical needs had not as yet been attended to, so the social worker referred the case to the Health Unit's visiting nurse. She agreed to personally carry Jimmy to a doctor for a thorough internal examination.

CASE 5

Haraldo

Haraldo, a Cuban refugee, came to the migrant educational center on August 1st. The social worker learned from him at that time that his father was not allowed entrance into the United States from Cuba. His mother and four brothers and one sister were in the city at that time. He was assigned to a room with his own age group - eight years.

The social worker went to Sora C's house and talked with her. She explained that she did not know that her husband could not enter the United States, but that a senator from the state was working on the case. Her needs included another house, knowledge of how to call long distance on the phone, and outer clothes.

Attempts were made to find another house by phone, but to no avail.

By the next visit, she had procured a house that was reasonably priced and far nicer than the one that she formerly occupied. She was informed of how to call her husband in Cuba.

The main problem of this family lies in communication. Latin Americans are family related, and when cast into a new society keep to themselves. This has resulted in a communication problem. Therefore, the social worker worked daily with Haraldo's English lessons. He is improving, but still speaks and reads only Spanish. Will continue special attention in school.

After several contacts with Sora, the social worker arranged a meeting with the Department of Public Welfare. It has arranged with the Catholic Church to have outer clothes provided. She is temporarily provided for. Haraldo has needed much attention due to his drastic sociological change of culture. He enjoys conversations, but realized his inability to communicate and reverses into a shell with children. After much encouragement he has begun to play more with the other children without direct supervision. He has made giant strides to overcome the cultural shock that came with such a sociological change.